USAID *Reading for Ethiopia's Achievement Developed Community Outreach* (READ CO)

Annual Report
Year 1: January – September 2015

USAID *READ* Community Outreach (READ CO)

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Cooperative Agreement No. AID-663-A-15-00003

Prepared for

USAID| Ethiopia
United States Agency for International Development

Prepared by

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DEC Submission Requirements

a.	USAID Award Number	Contract No. AID-663-C-15-00003
b.	USAID Objective Titles	USAID/Ethiopia Country Development Cooperation Strategy Development Objective: Improved Learning Outcomes USAID/Ethiopia Education Strategy Intermediate Result 1: Increased achievement in basic education, particularly in reading USAID Global Education Strategy Objective 1: Improved reading skills for 100 million children in primary grades by 2015
c.	USAID Project Title	USAID Reading for Ethiopia's Achievement Developed Community Outreach (READ CO)
d.	USAID Program Area and Program Element	Education (program area 3.2) Basic Education (program element 3.2.1)
e.	Descriptive Title	Quarterly Report: Project Year 1, Quarter 4, 1 July – 30 September 2015
f.	Author Names(s)	COP, DCOP, FOM and Sr. MEAL Specialist
g.	Awardee Name	Save the Children US 2000 L St. NW, Suite 500 Washington, DC 20036 USA
h.	Sponsoring USAID Operating Unit and AOR	USAID/Ethiopia
i.	Date of Publication	October 31, 2015
j.	Language of Document	English

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Acronyms

ADA	Amhara Development Association
ANFEAE	Adult and Non Formal Education Association in Ethiopia
BOFED	Bureau of Finance and Economic Development
CAEB	City Administration Education Bureau
CO	Country Office
COP	Chief of Party
CPD	Continuous Professional Development
DCOP	Deputy Chief of Party
EGRA	Early Grade Reading Assessments
GEQIP	General Education Quality Improvement Project
IP	Regional Implementing Partner
IREX	International Research and Exchanges Board
KETB	Kabele Education and Training Boards
M&E	Monitoring and Evaluation
MEAL	Monitoring, Evaluation, Accountability and Learning
MOE	Ministry of Education
MOU	Memorandum of Understanding
NALA	National Archives and Library Association
OWDA	Organization for Welfare and Development in Action
PMP	Performance Management Plan
PTSA	Parent Teacher Student Association
READ CO	Reading for Ethiopia's Achievement Developed Community Outreach Project
READ M&E	Reading for Ethiopia's Achievement Developed Monitoring and Evaluation Project
READ TA	Reading for Ethiopia's Achievement Developed Technical Assistance Project
RSEB	Regional State Education Bureau
SC	Save the Children
SC/US	Save the Children US

SGA	Sub-Grant Award
SGG	School Grants Guidelines
SIP	School Improvement Plan/School Improvement Program
SNNPR	Southern Nations, Nationalities and Peoples' Region
SRM	Supplementary Reading Material
TDA	Tigray Development Association
TWG	Technical Working Group
USAID	United State Agency for International Development
WEO	Woreda Education Office

Activity Summary

Lead Implementing Partner:	Save the Children Federation, Inc. (SC)
Other Implementing Partners:	Adult and Non Formal Education Association of Ethiopia (ANFEAE), Amhara Development Association (ADA), Tigray Development Association (TDA), Organization for Welfare and Development in Action (OWDA), International Research and Exchanges Board (IREX), National Archives and Libraries Association (NALA) of Ethiopia, NORC of the University of Chicago,[1] CODE Ethiopia, Ethiopia READS
Activity Name:	Reading for Ethiopia's Achievement Developed Community Outreach (READ CO) Project
Activity Objective:	Strengthen community outreach resulting in improved reading and writing skills of primary school children
USAID Program Objective:	Improved Reading Skills for 100 Million Primary Grade Children by 2015
Life of Activity:	January 1, 2015 to December 31, 2018
Total Estimate Agreement Amount:	$18,996,061.00
Obligations to Date:	$ 2,040,977.00
Total Cost-Sharing Amount (Non-Federal):	$ 2,203,543.00
Accrued Expenditures 3rd Quarter (July-	$ 175,190.00
Activity Cumulative Accrued Expenditures to Date (Inception	$ 457,130.00
Estimated Expenditures Next Quarter:	$ 1,288,514

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[1] NORC at the University of Chicago is the official name of the organization (formerly incorporated as the National Opinion Research Center). NORC is now its to-do-business (TBD) name, not an acronym.

Executive Summary

The Reading for Ethiopia's Achievement Developed Community Outreach (READ CO) project is a four-year initiative supported by the United States Agency for International Development implemented by Save the Children Federation, Inc. READ CO works in partnership with Ethiopia's Federal Ministry of Education (MOE) and the Regional State Education Bureaus (RSEBs) in the five regions of Amhara, Oromia, Tigray, SNNPR and Somali to design and roll out a comprehensive and replicable community outreach model to support improved reading outcomes. The project is designed to complement the assistance being provided by other USAID- funded READ projects. READ CO's primary objectives are to 1) increase access to appropriate reading materials, 2) provide children with additional opportunities to practice reading, and 3) strengthen parental and community engagement in support of children's learning to read. The project will work to strengthen the capacity of the MOE, the nine RSEBs and the two City Administration Education Bureaus (CAEBs).

READ CO Project completed a number of key activities in Year 1 (FY15), between January 1 (when the award officially began) and September 30, 2015. Following consultations with USAID and in response to evolving MOE needs and priorities, SC was able to successfully develop two viable re-design options—one of which USAID/Ethiopia accepted—in June 2015. The re-design option increased READ CO's targets from 1,100 schools to 2,400 schools and surrounding communities. The re-design also features substantial investment in the development of system capacity to provide quality, supplementary reading materials (SRMs) for primary grade students (grades 1 to 8). Fortunately, the project team had already reached agreement with USAID and the MOE in April of FY15 to address the MOE's most urgent need: to develop the capacity of the MOE, RSEBs, and Ethiopia's publishing sector, so as to provide quality reading materials to primary grade students—especially early grade learners.

During this first year, READ CO was able to accomplish most of its planned activities under the three Intermediate Results of the re-designed project, as detailed below:

Intermediate Result 1: Access to supplementary reading materials

Market survey and review of existing supplementary reading materials completed (September 2015). READ CO completed an initial market survey and review of existing supplementary reading materials, as planned. The project hired local consultants with expertise in curriculum and the 7 mother tongue languages to review 675 titles written for children in grades 1 to 4. The consultants identified 174 titles (including decodable texts and leveled readers) aligned with the new mother tongue curriculum.

Intermediate Result 2: Opportunities to practice reading and writing

Two planning sessions organized (February and September 2015). RSEB officials, Regional Implementing Partners (IPs), and project staff met during two planning workshops in FY15. The first workshop, held in Adama in February 2015, provided READ CO partners with an initial orientation to the project as SC awaited input on the planned re-design. The project organized a second orientation and planning workshop in mid-September at the regional level to begin selection of the 2,400 target school communities.

Intermediate Result 3: Parental and community engagement

Agreement with MOE reached on coordination of project activities (September 2015). Based on the revised project Intermediate Results framework, READ CO and the MOE agreed in the fourth quarter of FY15 to support the School Improvement Program (SIP) Directorate to develop, plan and implement all project community outreach activities. [1] Coordination and planning for implementation of project activities are now in place for IR 3 activities to begin in the first quarter of FY16. Initial activities will include the development of a common community outreach framework and alignment of existing guidelines for reading support activities. This process will start with a review of the MOE's new draft reading-writing club guidelines and adaptation of training materials developed by NGO partners, such as ANFEAE and TDA. In addition, these materials will be used by READ CO to engage and mobilize parents to work with and support their children as they learn and practice reading.

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[1] The SIP Directorate of the MOE is responsible for all community outreach activities. Its responsibility includes development and oversight of all reading support activities, such as reading-writing clubs and reading camps.

I. Project Overview, Rationale and Strategy

READ CO works in collaboration with the Ethiopian Ministry of Education (MOE) and the Regional State Education Boards (RSEBs) to support improved reading achievement of primary grade students while building the capacity to sustain that support at the national, regional, and local level. To achieve this aim, READ CO is providing technical assistance support to the MOE, 9 RSEBs and 2 CAEBs to develop and roll-out a sustainable model of community outreach in support of reading, especially in the early grades (1 and 2). This approach is expressed in the following Intermediate Results framework:

> **IR 1: Access to supplementary reading materials in vernacular languages increased**
>
> **IR 2: Opportunities for children to practice reading and writing created**
>
> **IR 3: School community engagement to support learning in reading strengthened**

READ works within existing MOE and RSEB structures, including the four key Ministry of Education Directorates: 1) Resource Mobilization and Planning; 2) Curriculum Development and Implementation; 3) Mother Tongue and English Language Development; and 4) School Improvement Program (SIP) Directorates. These Directorates provide the leadership and guide READ CO activities. For its part, SC provides:

- development of supplementary reading materials in all 7 READ-supported mother tongue languages, including decodable texts for grades 1 and 2 and leveled readers for grades 1 to 8;

- capacity building to the MOE, RSEBs and local publishers for the development and review of new and existing supplementary reading materials;[3]

- guidance for the review, adaptation and alignment of existing reading support activities (e.g., reading-writing clubs) to be established in schools and communities;

- strategies for parents (both literate and non-literate) to support children's learning to read at home and in school; and

- technical assistance and training support for effective implementation of community mobilization strategies (e.g., fundraising) to support teaching and learning inputs (e.g., community purchase of reading materials).

The overarching goal READ CO is to establish a cost-effective, scalable and sustainable model of community outreach activities and strategies to support improved reading achievement across Ethiopia while at the same time providing immediate and direct early

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[3] The MOE had completed its review of existing materials by the time the present report was submitted, approving 180 titles for printing and distribution to READ CO schools. Further details will be provided in the next quarterly report.

grade reading support—through RSEBs, district education offices, and schools—to students in 2,400 schools in 5 regions: Amhara, Oromia, Tigray, Somali and SNNPR. During the second half of FY16, READ CO will support development of supplementary reading materials for grades 3 and 4, develop and revise reading activity manuals and training guides (as needed), and organize training activities for implementation in the remaining 1,600 target schools and surrounding communities (July to September 2016). The project will also support the adaptation and translation of these reading activity manuals, training guides and community engagement guidance documents for use in the remaining 4 Regions and 2 City Administrations—following the READ CO community outreach model. These project documents will provide how-to guidelines for implementing a sustainable school and community engagement model in support of improved reading achievement for national roll-out across Ethiopia.

II.   Progress against Planned Activities

READ CO accomplished a number of project start-up and program activities during Year 1 of the project (FY15). Project start-up activities completed include:

1) Hired all primary national staff positions, including COP, DCOP, Finance and Operations Manager, Award Coordinator, Reading Materials Specialist, Inclusion Specialist, Senior MEAL Specialist, and Program Support Officer;

2) Submitted to USAID revised documents for the project re-design, including: program description, budget and budget narrative, implementation plans for FY15 and FY16, and PMP;

3) Organized project orientation workshop for MOE, RSEBs, IPs and other partners to introduce the project and plan initial activities;

4) Hired Regional Coordinator, Reading Materials Specialist, MEAL Officer, and two of three Zonal Coordinators to support implementation in SNNPR;

5) Selected 2,400 school community target sites in the five regions of implementation;

6) Reached agreement with NORC of the University of Chicago and USAID to conduct a rigorous external impact evaluation, indicators for planned NORC-led impact evaluation (December 2015);[4]

7) Created implementation strategy for the IREX/Beyond Access community library component of READ CO, in which selected community libraries will support neighboring schools to establish reading support activities (e.g., reading-writing clubs)—following the READ CO community outreach model and the strategy

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[4] Data collection may continue into January 2016, depending upon the availability of participants (e.g., teachers) in the impact evaluation.

developed by Save the Children and IREX under the USAID/READ Project in Bangladesh;[5]

8) Signing of pre-approval letters with four Regional Implementing Partners (IPs) to establish office support, recruit staff and complete other start-up activities—including guiding the site selection process with the RSEBs;

9) Hiring of one international and 10 local consultants (two in each of the READ-supported languages: Afaan Oromoo, Amharic, Tigrinya and Hadiyyisa, and one for Wolayttatto and one working with the international consultant) to provide training support and to review / develop reading materials; and

10) Procurement of furniture, laptop computers, printers, copiers and other equipment for Addis and regional offices.

SC expects to complete any remaining startup activities during the first and second quarters of FY16. Activities will include:

a) preparation and signing of an MOU with the MOE, agreements with Ethiopian regional officials (the Bureaus of Economy, Finance and Development - BOVED) and agreements with READ CO Regional IPs;

b) recruitment of selected national and regional staff;

c) select Master Trainers from RSEB staff, and colleges and University teachers/instructors, as well as implementing partners/IPs; and

d) delivery of project vehicles to the SCI/Ethiopia Country Office (CO) and their distribution to Regional IPs.

Once the re-designed project budget is formally approved by USAID, the READ CO team will move forward with signing of a MOU with the MOE, as well as agreements with its Regional Implementing Partners.

In addition to accomplishing most startup tasks, READ CO completed important initial program activities. The following section provides details of the activities accomplished under each of the three Intermediate Results of the project.

A. Result 1: Access to supplementary reading materials increased

A 2015 USAID-funded study of the availability of supplementary reading materials in several African countries identified 425 early-grade reading materials (i.e., titles) in Ethiopia.[6] According to the study, this constituted a general lack of sufficient quantities of supplementary reading materials in the country.

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[5] Both SC and IREX / Beyond Access program are contributing $90,000 USD in a one-to-one match to support this initiative, following the READ CO community outreach model. The component will benefit an estimated 50,000 primary grade students (grades 1-8), focusing on the needs of early grade readers (grades 1-4).

[6] See *Data for Education Research and Programming (DERP) in Africa: Reading Materials Survey   Progress*

READ CO's first priority in Year 1 (FY15) has been supporting the MOE and RSEBs in their efforts to provide quality supplementary reading materials to primary grade students. The MOE has focused specifically on the need for two types of curriculum-aligned reading materials: *decodable texts* and *leveled readers*. The use of these two types of reading materials is also central to USAID's evidence-based approach to learning to read—especially for the development of skills in the early grades.[7]

Alongside decodable texts and leveled readers, however, READ CO advocated in FY 2015 with the MOE for the inclusion of *read-aloud* texts as an important component of the complement of supplementary reading materials. In meetings with MOE, Director of Resource Mobilization and Planning, and Curriculum Development and Implementation Directorate in April and May, READ CO and MOE officials agreed to consider *read-aloud* materials to further support the development of early grade reading skills while providing quality, curriculum-aligned reading materials.[8]
These materials, which will include grade-level appropriate storybooks (following the MOE guideline on SRM development), will provide a rich and diverse set of quality reading materials to develop learners' skills from the first month of school.

This change was incorporated in the re-designed READ CO strategy to a) support the development of reading materials called for in the MOE's draft guideline document (i.e., decodable texts and leveled readers) and b) provide other types of quality, grade-level appropriate reading materials to better support reading skills development—especially for early grade readers (grades 1 and 2). Going forward the READ CO strategy is now better aligned with the evidence base on learning to read and supports both MOE and USAID priorities in reading.

The first major READ CO activity to increase access to supplementary reading materials was to conduct a market survey and review of potential, existing materials. This activity is taking place in two steps. First, the project led a survey and internal review of early-grade reading materials in grades 1 to 4. The survey, conducted in September 2015, yielded 675 titles produced by six publishers. READ CO curriculum experts (i.e., local consultants) then reviewed all 675 of the titles submitted to determine their alignment to the mother tongue curriculum. As summarized above, the review yielded 174 titles that the curriculum experts deemed to be aligned to the curriculum.

Table 1 below shows the breakdown of the results of the READ CO review of the 675 materials submitted by publishers, by language:

Report, February 27, 2015 (pp. 4-5).

[7] See *Books that Children Can Read: Decodable Books and Book Leveling* (USAID, 2013), which highlights the evidence base in support of the use of decodable texts.

[8] Read-aloud is a strategy and not a type of reading material, per se. However, the MOE guideline document on supplementary reading materials does call for grade-level materials not suitable for use as either decodable or leveled texts for 'read-aloud' activities.

Table 1. Curriculum-aligned reading materials by language

Language	No. of titles reviewed	No. of titles recommended
Afaan Oromoo	119	0
Amharic	186	56
Tigrinya	87	38
Wolayttatto Doonaa	61	28
Hadiyyisa	63	52
Sidaamu Afoo[9]	76	-
Af-Soomaali	83	-
TOTAL	**675**	**174**

The results of the READ CO review showed that 26% of the titles submitted were aligned to the new curriculum across the 7 READ-supported languages. Assuming these titles are eventually approved, this will represent a major step forward in getting curriculum-aligned mother tongue texts into early grade classrooms. At the same time, however, these preliminary results also showed two important gaps in the reading materials available in the local market. First, READ CO found that there were an insufficient number of materials, of any type, in several of the less commonly known languages. Nearly half of the materials collected during the survey were in either Amharic or Afaan Oromoo (305 of the 675 titles submitted), which are both widely spoken. Second, even those materials submitted in larger quantities were often not aligned with the new curriculum. While 119 titles were submitted in Afaan Oromoo, none of these materials was considered to be aligned to the new curriculum and only 30% of the Amharic language materials reviewed were considered to be aligned.

The second step in the review process will be a formal review of all 675 titles reviewed by READ CO, so that the MOE can make a formal determination of their suitability (i.e., curriculum alignment) for distribution to schools. Once the market survey and internal review were complete, READ CO reached agreement with the MOE Curriculum Development and Implementation Directorate Director to support RSEB review of the 675 supplementary reading materials included in the project's market survey for alignment with the new mother tongue curriculum. This formal review is scheduled to take place in October 2015 under the supervision of the MOE's Directorate of Curriculum Development and Implementation. This arrangement promises in the coming period to yield the first MOE-approved supplementary reading materials provided by the local market—reassuring READ CO's government partners of Ethiopia's capacity to provide supplementary reading materials to meet learners' needs.

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[9] Materials were not reviewed in either Af-Soomali or Sidaamu Afoo language materials due to a lack of qualified language consultants during the initial recruitment process. The project is addressing the issue (see below).

To enable the MOE to complete its review, READ CO will train 14 RSEB curriculum experts (2 for each of the 7 READ-supported mother tongue languages) to review the 675 titles. The RSEB curriculum experts will be trained using a review checklist, which READ CO developed for these purposes. The checklist follows the MOE's draft guideline document for the development of supplementary reading materials, introduced by the MOE at the TWG Meeting in Mekele, Tigray Region in April 2015.

In addition to identifying aligned texts and gaps in the existing supplementary reading materials market, the READ CO survey and internal review process highlighted the limited experience and training in this regard that national and regional curriculum experts have received to date. READ CO will therefore continue to support both the private publishers and curriculum specialists charged with creating and reviewing materials to improve capacity on the supply and demand site of the market, respectively. (Section VI of the present report—Challenges and Actions Taken—provides more detail on these issues.)

Specifically, READ CO developed and received Ministry approval of terms of reference (TOR) for two key activities in FY 2016 designed to build Ethiopia's system capacity to provide quality supplementary reading materials to primary grade students. The project is first organizing a capacity building workshop for the MOE and RSEB curriculum experts in the five regions of Amhara, Oromia, Tigray, Somali and SNNPR on how to review supplementary reading materials (as described above), as well as to develop content guidelines for SRMs for grades 1 to 4. Second, the MOE requested that READ CO organize a workshop for building the capacity of Ethiopia's private-sector publishers. The international consultant, Reading specialist will co-facilitate the workshops with a local consultant. The MOE has asked READ CO to schedule both workshops in October 2015.

Achievements and Activities Completed

1.1.1.1	Survey / review of existing SRMs in the 7 MT languages completed
1.1.1.3	Draft checklist for review of existing materials developed
1.1.1.4	TOR for SRM review workshop developed and approved by MOE
1.1.4.1	TOR for publishers' workshop developed and approved by MOE
1.2.4.2	Pre-qualification process for procurement of SRMs completed

B. Result 2: Opportunities for children to practice reading created

The aim of the READ CO project under IR 2 is to expand the number, frequency, and quality of opportunities for children to practice using their reading and writing skills in school communities throughout Ethiopia. This strategy is aligned with the MOE's objectives to support reading achievement on a national scale, using minimal inputs (i.e., training and materials). To enhance impact on reading performance, the new community outreach strategy has been re-designed to 1) link community, school, and home reading

support activities and strategies, and 2) strengthen parental and community engagement to provide more targeted support to learners.

In FY 2015 READ CO successfully worked with the MOE and reached agreement on a number of initial activities, including the planned impact assessment. The MOE has agreed to support the assessment in two regions: Amhara (in Amharic language) and Oromia (in Afaan Oromoo language). The impact assessment includes two treatment scenarios—one composed of school-based reading support activities, the other consisting of both school- and community-based activities in reading. This READ CO evaluation exercise
will use EGRA tools to measure children's reading performance at baseline, mid-line and end-line while providing information about which community outreach activities (e.g., reading-writing clubs) can be the most effective in improving reading in Ethiopia. The project will collect baseline data on children's access to materials, their participation in reading activities, and other, key indicators in December 2015 as part of the planned impact assessment (see Section VI, Major Activities Planned for Next Quarter).

In the third quarter of FY 2015, the READ CO technical and management teams developed a training mechanism to provide adequate support to school communities beyond the life of the project—including a coaching component. The mechanism calls for training Woreda Education Office (WEO) focal persons and school cluster supervisors (SCSs) to train and coach school principals, reading corner teachers, youth volunteer facilitators of reading support activities, Parent Teacher Student Associations (PTSAs), and Kebele Education and Training Boards (KETBs) to apply strategies to support learners on the planned reading support activities—especially early grade students who are struggling in their learning to read.

Finally, READ CO also reached agreement with its partner IREX/Beyond Access on the scope of work for public community library support activities—including trainings for public librarians in the 25 community library sites targeted by the project. READ CO expects each community library to reach from 3 to 6 schools, or 1,800 to 3,000 primary grade learners—following the model that SC and IREX have used successfully on the USAID-funded READ Project in Bangladesh. IREX and Save the Children will each provide 90,000 USD in a cost-share arrangement to support joint activities under this component.[10]

Achievements and Activities Completed

| 2.1.4.1 | Mapping of existing public libraries in target regions completed with NALA |
| 2.1.1.2 | Initial draft guidelines for school-based reading support activities completed |

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[10] IREX/Beyond Access will provide matching funds to support a portion of these activities under this component via Save the Children/READ CO. IREX will fund other activities through local partner, CODE Ethiopia, as described above. READ CO will act as coordinator of all activities and partners under this component.

C. Result 3: School community engagement strengthened

Ministry of Education has invited the READ CO management and technical team in October to meet with representatives of his Directorate and the Directors of Resource Mobilization and Planning, Curriculum Development and Implementation, and Mother Tongue and English Language Development Directorates to discuss the MOE's needs and priorities under READ CO. The group has agreed to form a Task Force to plan and lead project activities under this IR.

GEQIP's School Grants Guidelines (SGG) were revised in June 2015 to better align the use of annual school capitation grants with quality goals in the education sector in the country. To help reach quality goals, the SGG now call for PTSAs to use at least 50% of the annual capitation grant to support teaching and learning inputs, based on evidence of school performance. Acceptable inputs under the new guidelines include the purchase of teaching and learning materials, such as supplementary reading materials for primary grade students.

READ CO will support the SIP Directorate in a series of joint planning tasks to support activities under IR 3. These tasks will include 1) drafting a community outreach framework document and guidelines and 2) review of the SIP Directorate's new draft guideline document for establishing reading-writing clubs. The framework and guidelines will be used to plan and implement reading support activities, including the development of manuals for reading corners, reading-writing clubs and other reading activities. Based on their experiences and outcomes, each RSEB will work with the WEOs in their respective regions to determine which strategies can best support learners. READ CO will also use guidelines to work directly with target schools ensuring that reading activities are happening at the school and community levels at the earliest opportunity.

Achievements and Activities Completed

3.1.1.1	Re-design project implementation strategy to align with SGG in support of using capitation grants for reading inputs (e.g., buying reading materials)
3.2.1.1	Draft checklist for review of existing materials developed

III. Accomplishments versus Targets

Table 2, below, shows the status of READ CO's progress in achieving agreed-upon targets:[11]

Table 2. Progress toward achieving READ CO targets.

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[11] The PMP was submitted for USAID review in September and has not yet been finalized.

No	Performance Indicator	Baseline value[12]	Target 2015	Result as of Sept 2015
Project Objective: Improved reading and writing skills of primary school children				
IR 1: Access to supplementary reading materials in vernacular languages increased				
1.	Number of private sector publishers trained on development of supplementary reading materials	-	N/A	N/A
2.	Percent of materials produced by local publishers aligned with curriculum	26%[13]	26%	26%
3.	Number of administrators and officials trained on review of reading materials (**Standard indicator:** Reference 3.2.1-3)	-	N/A	N/A
4.	Number of market inventories of available reading materials conducted, G1-8	-	1	N/A
5.	Number of supplementary reading materials developed and presented to the MOE for review (**Standard indicator:** Reference 3.2.1 – *USAID required under RFA*)	-	N/A	N/A
6.	Number of supplementary reading materials distributed to schools, communities and libraries for grades 1-8 students (**Standard indicator:** Reference 3.2.1-33 – *USAID required under RFA*)	-	N/A	N/A
7.	Number of schools and communities receiving reading corner and book bank materials kits (**Standard indicator:** Reference 3.2.1-33)	-	N/A	N/A
8.	Percent of primary grade students regularly taking home reading materials	-	N/A	N/A
IR 2: Opportunities for children to practice reading and writing created				
9.	Number of community outreach guidelines developed (**Standard indicator:** Reference 3.2.1-38)	-	N/A	N/A
10.	Number of cluster supervisors/woreda officials trained (**Standard indicator:** Reference 3.2.1-31)	-	N/A	N/A
11.	Number of teachers and school directors trained (**Standard indicator:** Reference 3.2.1-31 – *USAID required under RFA*)	-	N/A	N/A
12.	Number youth volunteers trained (**Standard indicator:** Reference 3.2.1-31)	-	N/A	N/A
13.	Number of PTSA and KETB members trained	-	N/A	N/A
14.	Percent of primary grade students participating in reading/writing clubs and reading camps	-	N/A	N/A
15.	Number of primary grade students enrolled in target schools (**Standard indicator:** Reference 3.2.1-35)	-	N/A	N/A

[12] NORC will collect baseline data on selected indicators, including children's access to reading materials (e.g., indicator no. 7) and their participation in reading activities in schools and communities (e.g., indicator no. 14).
[13] Percent of total number of supplementary reading materials submitted and reviewed that the MOE deemed to be aligned with its guidelines, 'as is' (i.e., as the materials were presented).

No	Performance Indicator	Baseline value[12]	Target 2015	Result as of Sept 2015
Project Objective: Improved reading and writing skills of primary school children				
16.	Number of learners receiving reading interventions at primary level (Standard indicator: Reference 3.2.1-35 – *USAID required under RFA)*	-	N/A	N/A
IR 3: School community engagement to support learning in reading strengthened				
17.	Percent of PTSAs having developed SIPs to support reading	-	500	N/A
18.	Percent increase in funds used for reading activities raised by target school communities	-	175	N/A
19.	Percent of parents who increased their knowledge of children's reading[14]	-	TBD	N/A

IV. Project Management and Operations

A. Operations

USAID/Ethiopia Education Chief and then-AOR, approved a modification of the READ CO funding obligation on March 3, 2015. The modification added an additional 2.5 M USD to the initial obligation of 100,000 USD made when the Cooperative Agreement went into effect on January 1, 2015. Over 2.2 M USD remains of the funds obligated to date as of September 30, 2015. Spending levels (and burn rate) are expected to increase over the course of the first and second quarters of FY16 with the delivery of equipment (i.e., project vehicles, totaling over 628k USD in value), procurement of reading materials for 800 of the 2,400 target schools (over 450k USD) in November 2015, and the implementation of training activities in January/February 2016. Project spending levels are expected to stabilize by the end of the second quarter.

The COP called upon SCUS and SC/Ethiopia departmental staff in finance, awards, and Program Development and Quality to support the re-design process. The COP, DCOP, and SCI/Ethiopia program staff in Education worked together on the initial stages of the re-design, effectively re-aligning the project implementation strategy with MOE priorities for increased capacity building—based upon input from USAID. The AOR and Deputy Education Team Chief approved one of two re-design options presented by COP and DCOP on June 9, 2015. SC was able to finalize the re-design budget in July, following the hiring of the project Finance and Operations Manager (FOM) who started in his new position on June 22, 2015.

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[14] Changes in parents' knowledge will depend upon dissemination of training content to parents by PTSAs, as well as regular support from WEOs and school cluster supervisors.

Staffing and other operations and management activities continued during the re-design process, under the leadership of the COP and DCOP, starting with the hiring of the MEAL and Reading Materials Specialists.[15] The DCOP supervised most operations and day-to-day program activities with the support of the FOM while the COP worked with SC/US support staff to finalize the revised program description, budget and budget narrative, and implementation plans for FY15 and FY16, and PMP documents to complete the re-design. Further details of these activities are included in the present section of this annual report.

B. Key Meetings with USAID and Partners

Table 3 (below) summarizes the key meetings that have taken place with USAID, the MOE and other partners during the fourth quarter:

Table 3. Key Meetings in FY15

Date	Client or partner	Topic of meeting	Key decisions/outcomes
March 4, 2015	USAID	New Bloom Emerging Writers' Software (EWS)	Planned testing of software, use of EWS to develop reading materials and train writers/reviewers
March 17-20, 2015	USAID/DC, USAID/ Ethiopia, NORC	READ CO impact assessment	Draft treatment arms developed for proposed impact assessment
March 20, 2015	USAID/ Ethiopia	Project re-design	USAID communicates re-design parameters, accepts draft results framework
April 8, 2015	MOE	READ CO initial activities	Decision to build capacity of local publishers
May 13, 2015	USAID/ Ethiopia	Update on re-design	Decision to increase targets
May 26, 2015	READ TA	Areas of collaboration	Agreement on areas of collaboration
June 9, 2015	USAID/ Ethiopia	READ CO re-design presentation	Two design options for increasing targets presented and discussed

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[15] The title of each 'Advisor' position (e.g., Reading Materials Advisor) on READ CO was changed to 'Specialist' in the fourth quarter of FY15 to align with new SCI/Ethiopia staffing structures.

June 15, 2015	USAID/ Ethiopia	READ CO re-design options	Decision to select option to increase targets to 2,400 schools
July 20, 2015	MOE	TORs for review and publishers' workshops	TOR for review workshop accepted
July 21, 2015	USAID/Ethiopia	Project re-design	USAID to review revised draft budget and program description
July 27, 2015	NORC and USAID / Ethiopia and DC	Impact assessment	Technical inputs provided for impact assessment
July 29, 2015	ANFEAE, TDA	Budget review (separate meetings with each partner)	Draft sub-award budgets accepted and spending approval granted
July 30, 2015	ADA	Budget review	Draft sub-award budgets accepted and spending approval granted
August 3, 2015	OWDA	Budget review	Draft sub-award budgets accepted and spending approval granted
August 3-4, 2015	IREX, NALA, CODE Ethiopia, Ethiopia READS	Beyond Access library support component	Presentation of model literacy apps and MOU drafted
August 20, 2015	USAID / Ethiopia	Workshop planning – MOE/RSEB workshop on review of SRMs	International consultant travel approved for two workshops in October
September 1, 2015	USAID / Ethiopia	Review of revised program description	Agreement to revise PD and budget as per USAID's comments
September 1, 2015	READ M&E	Performance evaluation	Agreed to coordinate between NORC and READ M&E evaluation activities

September 4-5, 2015	USAID, MOE and RSEBs	Annual meeting	Presentation of outcomes and annual work plans
September 8, 2015	USAID / Ethiopia	Project re-design issues	Proposed dates for project launch
September 10, 2015	MOE	Draft MOE SRM review checklist	MOE agreement to revise checklist per comments
September 15, 2015	USAID / Ethiopia	Project re-design issues	Agreement on strategy changes for re-design

C. Staff Actions

The hiring of the DCOP in mid-January helped to ensure that office set up, recruiting and other startup tasks began prior to the COP's arrival on February 7, 2015. Dedicated SC/Ethiopia support staff in education, finance and awards management helped to provide necessary program and operations support to the project as well through the initial phases of startup. This support was especially helpful during the second and third quarters of FY15, when the project was hiring new staff and re-aligning the budget for the READ CO re-design.

READ CO filled nearly all Addis staff positions by the end of the third quarter. The project is currently recruiting candidates for two Addis-based positions—Community Outreach Officers and IREX/Beyond Access Project Officer. The project is also seeking 20 of a total of 41 Community Outreach Officers to support project activities in SNNPR during the first phase of implementation. The project will implement in 800 of the 2,400 target schools and surrounding communities in FY16.

READ CO upgraded its M&E position to Senior MEAL Specialist when the previous MEAL Specialist left the project in August 2015. The upgrade was necessary to better address the needs of the re-designed program, increased targets and the additional data collection tasks. The new Senior MEAL Specialist will start in his new role in early October 2015.

The project has filled the following Addis-based and field staff positions to date:

- Program Support Officer (Addis)
- Reading Materials Specialist (Addis)
- Inclusion Specialist (Addis)
- Awards Coordinator (50% LOE) (Addis)
- Senior MEAL Specialist (Addis)
- Regional Program Manager (SNNPR)
- MEAL Officer (SNNPR)
- Reading Material Specialist (SNNPR)
- Finance and Operations Manager (Addis)
- Office Attendant (Addis)

Regional Implementing Partners[16] (IPs) and Regional SC / Ethiopia Hub offices have hired field staff, including 5 Regional Reading Materials Specialists. The SC Hawassa Hub office in SNNPR has nearly completed recruitment of 1 Finance Officer and 3 Zonal Coordinators. Two of the three Zonal Coordinators were hired near the end of FY15 (see *Annex* for details).

READ CO is providing increased guidance to IPs and RSEB decision-makers to actively promote greater gender equity in the selection of trainers for implementation of project activities in the second quarter of FY16. The project's Inclusion Specialist will provide gender-based criteria during planned READ CO orientation sessions, which will take place in December 2015/ January 2016.

D. Consultants and Subcontractors

READ CO hired local consultant, a language specialist with experience supporting the MOE and READ TA during the curriculum development process. The language specialist with extensive knowledge of the new mother tongue curriculum in the 7 READ-supported vernacular languages, was hired to assist in planning and facilitating both the MOE/RSEB training workshop on the review of supplementary reading materials and the upcoming publishers' workshop on SRM development (both scheduled for October 2015). The language specialist was hired through an open, competitive procurement process.

The project hired 9 local consultants with curriculum and materials development experience to review existing reading materials from the local market, as well as to develop new reading materials. The first of the two activities— a of the local book market and review of existing reading materials for alignment to the new mother tongue curriculum—required curriculum experts in each of the 7 READ-supported vernacular languages (see Section II – Progress against Planned Activities). READ CO hired two consultants each in Amharic, Afaan Oromoo, Tigrinya, and Hadiyyisa languages, and one

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[16] Regional Implementing Partners include: Amhara Development Association (ADA), Amhara Region; Adult and Non-Formal Education Association (ANFEAE), Oromia Region; Tigray Development Association (TDA), Tigray Region; and the Organization for Welfare and Development in Action (OWDA), Somali Region.

consultant in Wolayttatto language. Finding and attracting qualified experts for review of materials in Af-Soomaali and Sidaamu Afoo languages has proved a challenge, however. The project is now working through new READ CO staff in the SC Hub offices in each region to locate candidates with the required qualifications in Af-Soomaali and Sidaamu Afoo languages. SC Hub staff with expertise in reading have already identified a number of candidates, and the screening process will begin in October 2015.

E. Staff and Consultant International Travel

Associate Vice President of International Programs, Education and Child Protection for Save the Children/US traveled to Ethiopia twice in FY15—once in April and again in July 2015. Both visits were organized to provide support to SC/US Education projects in the country, including READ CO. On the first visit, READ- CO COP presented an overview of the initial re-design plan for the project, including the revised Intermediate Results framework. The President was pleased to learn that the READ CO team had agreed with NORC to organize an impact evaluation of the project. COP agreed to continue consulting the SCI/Ethiopia Education Team during the re-design process to ensure the effectiveness of the new implementation strategy.

Director of Education Resource Mobilization for Save the Children/US traveled to Ethiopia in April 2015 to support the READ CO re-design effort. The Director worked with the COP, DCOP and SCI/Ethiopia Education Team to develop budget notes and assist the revision of the program description and other project documents, including implementation plan. Her travel was paid for out of project funds.

On the second visit, COP briefed the President on the successful presentation that he and DCOP made in late Jun 2015 to USAID of two re-design options to expand project targets. Following this briefing, the revision and submission of the program description document and implementation plans for FY15 and FY16 set by July 20.

READ CO hired International Consultant, Reading Specialist in September 2015. The consultant, independent contractor, will travel to Ethiopia to facilitate two workshops in October (see IR 1 in Section 11, Progress toward Results and Activities Undertaken). Travel for the consultant has been approved by USAID/Ethiopia and will be paid for out of project funds. Senior Education Advisor with SC/US, will travel to Ethiopia on November 30, 2015 to support development of training materials, including guides for training: 1) WEO focal persons and school cluster supervisors; 2) school directors (SDs), teachers, and youth volunteers; and 3) PTSA and KETB members. Senior Education Advisor will spend 6 to 7 days in Ethiopia, meeting with READ TA and Directors of key MOE Directorates. Meetings with USAID will be organized as well.

COP will take home leave starting December 10; travel is not being paid for out of the project budget. COP will return to Ethiopia on January 5, 2016. *Tables 4* and *5*, below, provide details of international travel for FY15 and the coming quarter, respectively.

Table 4. Travel during FY15 (January-September 2015)

Name	Beginning date	Ending date	Itinerary	Purpose
READ CO COP	6 February 2015	7 February 2015	Addis Ababa to Detroit, Michigan via Frankfurt	Posting to Ethiopia
Spouse of COP	6 February 2015	7 February 2015	Addis Ababa to Detroit, Michigan via Frankfurt	Posting to Ethiopia (accompanying spouse)
Director of Education Resource Mobilization for Save the Children/US	5 April 2015	17 April 2015	Washington, DC to Addis Ababa	Support READ CO re-design process
Associate Vice President of International Programs, Education and Child Protection for Save the Children/US	21 April 2015	25 April 2015	Washington, DC to Addis Ababa	SC/US program review; travel at SC/US expense
Education Advisor for SC/US	8 July 2015	18 July 2015	Casablanca, Morocco via Frankfurt	Assist in reviewing re-design documents
Associate Vice President of International Programs, Education and Child Protection for Save the Children/US	17 July 2015	24 July 2015	Washington, DC to Addis Ababa	SC/US program review; travel at SC/US expense
COP	8 August 2015	27 August 2015	Addis Ababa to Detroit, Michigan via Frankfurt	Medical / personal leave
Spouse of COP	8 August	February 2016 (TBD)	Addis Ababa to Detroit, Michigan via Frankfurt	Medical / personal leave

Table 5. Travel during the first quarter of FY16 (October - December 2015)

Name	Beginning date	Ending date	Itinerary	Purpose
Independent Contractor, Reading Specialist	29 September 2015	17 Oct 2015	Washington, DC to Addis Ababa via Frankfurt	Provide support for development of reading materials
Senior Education Advisor with SC/US	December 2015 (TBD)	December 2015 (TBD)	TBD	Support training materials development and planning, as needed
COP	10 December 2015	5 January 2016	Addis Ababa to Detroit, MI via Frankfurt	Home leave

F. Procurements

READ CO solicited bids and received pre-approval of selected printing vendors to procure supplementary reading materials in the first quarter of FY16. The project has yet to determine the number of titles to be printed, pending completion of the MOE review of existing materials. The project initiated a procurement order for 8 vehicles—5 of which are radio-equipped (for field use)—in August 2015. SC expects to take delivery of all 8 vehicles by January 2016.

The project also procured office supplies, including furniture for field offices (desks, printers, chairs and tables), stationary and related materials, in accordance with SCI policy and USAID rules and regulations. READ CO will procure computers and furniture for the zonal offices (SNNPR) in the coming quarter. The project's Regional Implementing partners are currently procuring supplies, including office furniture, printers, photocopiers, computers, and other supplies to support implementation of training, MEAL and other READ CO activities.

G. Alignment with Other Related Projects

COPs (READ TA) and (READ CO) met twice during FY15 to outline key areas of collaboration to facilitate development, review and approval of new and existing reading materials aligned with the new mother tongue curriculum. *Table 6* below outlines areas and activities in which the two projects agreed to collaborate, as well as the technical assistance support that READ TA will provide:

Table 6. READ CO and READ TA collaborative activities for FY16

Area of collaboration	READ CO activities	Timeline	READ TA support	Outcome / product
SRM content development and review	Content / review guideline workshop	Oct 2015	Provide 2 curriculum specialists	Draft SRM guidelines in 7 MTLs
				2 curriculum experts in each of the 7 MTLs trained to review SRMs
	Guideline finalization workshop	Nov 2015	Provide 1 curriculum specialist	Final content guidelines for SRMs
SRM use in classrooms	SRM guide development	Dec 2015	Provide technical input on teachers' use of SRMs	Materials Usage Guide for grades 1 to 4
CPD	Trainings of coaches (e.g., SCSs) to support teachers (e.g., for reading corners)	Jan 2015 / Feb 2016	Provide mentoring strategies for development of READ CO training content	Coaches / reading corner teachers trained using mentoring strategies

READ CO will organize and support MOE leadership of these collaborative activities. Both MOE and RSEB curriculum experts will participate in the planned workshops, develop content and review guidelines, usage guides, and training content with READ CO and READ TA support, as indicated.

READ CO, with support from USAID, has reached agreement with READ M&E on a number of monitoring and evaluation activities. Under the agreement, READ M&E will 1) conduct mid-term and end-line performance evaluations and 2) collaborate with the NORC impact assessment team to enhance the quality of READ CO evaluation activities. READ M&E has agreed to share documents (including EGRA tools) with NORC and to collect fidelity of implementation (FOI) data for the two performance evaluations. The proposed collaboration will provide greater cohesion and complementarity between the two organizations' respective evaluation activities while enhancing the quality of data collected on READ CO Project activities.

READ CO has agreed with the SIP Directorate to review and update the MOE's draft reading club guidelines. Meanwhile, the project is gathering training documents developed

by other USAID-funded partners in order to harmonize guidelines and strategies for establishing reading support activities (e.g., reading corners). These partners include ANFEAE, TDA and PACT, which implemented the recent TEACH-II initiative. READ CO will then organize a MOE-led workshop to finalize reading support activity guidelines. The workshop is scheduled to take place in February 2016.

V.   Challenges and Actions Taken

In March 2015, USAID asked Save the Children to re-design the READ CO project to better align with MOE priorities in reading. The chief concerns of the MOE were 1) building Ethiopia's publishing-market capacity to produce quality, reading materials for primary grade students and 2) developing a community outreach program which would be rolled out at scale and eventually nationwide. The project team took this challenge as an opportunity to develop a new results framework to better reflect SC's change model: access to more and better quality reading materials, more opportunities to practice reading/writing, and stronger parental and community engagement yields improved reading achievement. SC also added technical assistance support to the new design, as well as a number of workshops and related capacity-building activities. Finally, the READ CO team re-designed and streamlined its implementation strategy to better address the MOE's needs for a scalable model of community outreach activities.

Given the new project focus on 1) capacity building and 2) scalable, sustainable community outreach, READ CO also was able to re-distribute project resources and make other design changes to significantly increase its targets. The project used funds originally budgeted for school incentive awards (SIAs), developed more cost-effective training and materials inputs, and designed parental and community engagement strategies to lower costs. With these changes, the re-designed project more than doubled its targets from 1,100 schools in SC's original proposal to now benefit 2,400 target schools and surrounding communities. The new design also was better aligned with existing USAID- and MOE-supported initiatives. For example, to reduce materials development costs and make use of existing USAID resources, the project was able to use the new Bloom Emerging Writers' Software tools (designed by SIL) to first design templates for developing decodable and other, curriculum-aligned texts in the 7 READ- supported mother tongue languages. Instead of providing additional funds to schools (i.e., SIAs), the project developed a training strategy to leverage existing MOE school improvement grants (funded under GEQIP-II) to promote local development of SIPs to support improved quality of education in reading.

The loss of local budget staff in May slowed the READ CO re-design process. The project management team took advantage of the re-design to upgrade the existing Finance/HR Manager position to a more senior Finance and Operations Manager (FOM). Once the new FOM started in late June 2015, he was able to assist the COP and DCOP to finalize the revised budget by July—supported by program and awards staff at SC/US and SCI/Ethiopia. With this support, and following program and budget changes requested by USAID, SC was able to submit the revised program description, implementation plans (for FY15 and 16) and the revised budget in early August 2015 for USAID review. During discussions of the revised program description on September 1 between the USAID/Ethiopia Education Team, the SCI/Ethiopia Education Lead, and the COP and DCOP of the READ CO Project, AOR declared that the new project design was nearly completed. The USAID/Ethiopia Team asked that the

project move forward with initial capacity-building activities while addressing the final revisions. COP agreed to revise and re-submit the final draft of the READ CO program description, revised budget narrative and budget (including sub- grant budgets) by mid-October 2015.

In consultation with the AOR, the project management team signed pre-approval letters (PALs) with its sub-grantees ADA, ANFEAE, TDA and OWDA in September 2015. The 90-day PALs authorize these READ CO Regional Implementing Partners to recruit and hire staff, purchase office equipment, and make other expenditures to avoid unnecessary delays to project startup. In view of the delayed start of the project, the PALs enabled the IPs to participate actively in the selection of target sites and thereby ensured RSEB support of the site selection process.

USAID/Ethiopia and READ CO discussed the possibility of 1) using GEQIP funds to pay for supplementary reading materials and 2) providing a grant from project funds to the MOE to implement training activities. AOR and Deputy Chief of Basic Education proposed these measures as a means of lowering READ CO's costs, freeing up resources to increase the number of target schools served by the project while still providing adequate quantities of quality reading materials for students. However, neither USAID nor Save the Children has been unable to leverage the GEQIP funding mechanism to provide reading materials to its target schools, or use MOE and RSEB structures and personnel to implement its community outreach training activities.[17] As designed, the new READ CO community outreach training model will provide only two days of training to teachers and youth volunteer-facilitators on how to establish and facilitate the project's reading support activities—upon which the success of the READ CO Project depends.

Although the new training model can be effective in improving reading achievement, READ CO will benefit from strengthening its training inputs—first, by providing more training time for participants. Further, given the overarching goal of rolling out the community outreach model across Ethiopia, it would benefit the MOE greatly if READ CO were able to make use of these important government resources—i.e., GEQIP funds and MOE/RSEB training structures and personnel. Allowing READ CO to use these resources would 1) ensure proper alignment of project community outreach training strategies with MOE/RSEB policies and practices while 2) facilitating the eventual national expansion of the community outreach model. The COP will continue to work with USAID and the MOE to better integrate READ CO interventions with MOE structures and initiatives—under the MOE's leadership—including the use of GEQIP funds to procure reading materials, as appropriate.

Finally, as stated here, the READ CO re-design has allowed SC to greatly improve the project implementation strategy. However, the COP and DCOP have had less time available to provide technical and operations support to the development and

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[17] READ TA Project has been able to make use of GEQIP funds and Ministry training mechanisms and personnel to provide training to Ethiopia's primary school teachers. This approach has greatly facilitated curriculum implementation

implementation of program activities. Hiring international and local consultants have helped to ease the burden on project staff and allow the READ CO team to meet its first deliverables and targets in FY15. Yet the increased scope and scale of the project—which now supports both capacity building and local-level implementation of community outreach activities—may require more significant staffing changes to effectively manage project activities. The COP of READ CO will consult with the AOR in the coming quarter to address these issues.

VI. Major Activities Planned for the Next Quarter

The table below provides details of major READ CO activities for the coming quarter (first quarter of FY16):

Result	Deliverable	Time frame
IR 1: Access to supplementary reading materials increased	Review/development of materials: 1. Secure MOE approval of draft content guidelines in 7 languages 2. Complete training of publishers to develop new reading material titles, grades 1-4 3. Develop templates for reading materials development using Emerging Writers' Software (EWS)	October-December 2015

IR 2: Opportunities to practice reading and writing created	Manuals/training documents developed:
	
	1. Develop framework and curriculum for community outreach activities
	2. Develop draft materials usage guide, grades 1-4
	3. Develop user manuals for community outreach activities, including:
	   a. Reading corner / reading-writing club manuals
	   b. Book bank / reading camp manuals
	   c. Parental engagement manual
	   d. Youth volunteer facilitator's manual
	4. Draft training guides on use of community outreach manuals (see above), including:
	   a. Master trainer's guide (for RSEBs / IPs' training of WEOs/SCSs)
	   b. Trainer's guide (for WEOs/SCSs' training of SDs / teachers / youth volunteers)
		December 31, 2015

IR 3: Parental and community engagement strengthened	Guidelines / manuals developed: 1. Update and finalize MOE manual on reading-writing clubs 2. Design manuals for PTSA support and parental engagement activities	November-December 2015
MEAL (Monitoring, Evaluation, Accountability and Learning)	Baseline evaluation study: 1. Review/finalize baseline and EGRA tools for impact evaluation 2. Finalize calendar for data collection 3. Revise PMP indicators per USAID and NORC input	December 2015-January 2016
Administration and Operations	1. Sign MOU at national launch 2. Hiring (Addis, SNNPR, IPs staffs) 3. Furnish and equip new office space (SNNPR and hubs) 4. Procurement of supplementary reading materials, training materials, office equipment (Addis office)	1. January 25, 2016 2. December 31 3. December 31 4. December 31

VII. Expenditures

Name of Subcontractor: Save the Children Federation, Inc. (SC/US)
Title of Proposal: Reading for Ethiopia's Achievement Developed (READ) community Outreach Project
Ref.No.: AID-663-A-15-00003
Period: January to September, 2015
SOF# 84001005

Donor Report Code	Description	Total Budget	Previous Year Expenditure	This year Expenditure (January to September, 2015)	Total Expenditure to Date	Remaining balance
001	001 - Salaries	318,625	0	186,754	186,754	131,871
002	002 - Fringe	178,814	0	104,418	104,418	74,396
003	003 - Travel	77,476	0	22,206	22,206	55,270
004	004 - Equipment	424,000	0	529	529	423,471
005	005 - Supplies	43,888	0	37,199	37,199	6,689
006	006 - Contractual	68,400	0	0	0	68,400
007	007 - Other Direct Costs	102,998	0	11,659	11,659	91,339
008	008 - Program Activities	620,925	0	12,580	12,580	608,345
009	009 - SGA - TDA	45,218	0	* 45,136	45,136	82
010	010 - SGA - OWDA	80,204	0	* 47,970	47,970	32,234
011	011 - SGA - ANFEAE	129,008	0	* 40,851	40,851	88,157
012	012 - SGA - ADA	94,380	0	* 85,026	85,026	9,354
	Total Direct cost	**2,183,936**		**594,326**	**594,328**	**1,589,610**
	ICR	416,064		97,567	97,567	318,497
	Total	**2,600,000**		**691,893**	**691,895**	**1,908,107**

* Advances have been transferred to all sub-grants, but they have not yet been liquidated

1. Column A - Expense Category Description
2. Column B - Total Obligated Budget
3. Column C - Total Cumulative Expenses in Previous Quarters (January 1 - June 30, 2015)
4. Column D - Total Amount Spent this quarter (June 1 – September 30, 2015)
5. Column E - Total Cumulative Expense as of September 30, 2015
6. Column F - Total Remaining Balance in the Budget